

PROJECT OBJECTIVES, GOALS, AND IMPLEMENTATION (POGI)

FY 2016 Community College Administrator Program

Funding Opportunity Number: ECA-ECAAS-16-010

Office of Global Educational Programs Humphrey Fellowships and Institutional Linkages Branch

The POGI guidelines apply specifically to the Notice of Funding Opportunity (NOFO) issued by the Office of Global Educational Programs, Humphrey Fellowships and Institutional Linkages Branch for the FY 2016 Community College Administrator Program. Proposals must conform to the NOFO, the Guidelines stated in this document, and the standard Proposal Submission Instructions (PSI). Applications not adhering to the conditions set forth herein may be deemed technically ineligible. These guidelines are specific to the program mentioned above and are IN ADDITION TO the Standard Guidelines outlined in the PSI. If there is a perceived disparity between the standard and program specific Guidelines and the program information supplied in the accompanying NOFO, the NOFO is to be the dominant reference.

I. STATEMENT OF WORK

This NOFO is for the administration and implementation of the FY 2016 Community College Administrator Program. The solicitation includes the design, administration, and implementation of the FY 2016 Community College Administrator Program.

The purpose of the program is to provide foreign administrators at post-secondary educational institutions in select countries with advanced skills and knowledge about the U.S. community college model, facilitating educational development in the administrators' home country contexts and in their home institutions. The program should include a week-long executive dialogue that should include at least four foreign government participants with higher education planning responsibilities and at least 16 administrators from post-secondary vocational and technical institutions in each country. The 16 or more administrators who will participate in the executive dialogue and the five-week seminar program (for the full program of six weeks). You are encouraged to realize program efficiencies to accommodate more than the minimum number of program participants noted above.

An important objective of the Community College Administrator Program is to foster professional development, encouraging sustained engagement with U.S. counterparts when the participants return to their home countries. To meet this objective, the program should involve a diverse set of U.S. community colleges, graduate schools of education, and relevant professional associations. A mentorship component is also a priority for the program. The program should also assist participants in designing individual project plans focused on institutional change at their home academic institutions.

The award recipient organization will:

1. Provide applications forms, promotional materials, and advice on recruitment for the program;

2. Be responsible for the ongoing management and administrative oversight of participating college(s)/university(ies) related to the delivery of the program;
3. Design a program that provides an understanding of the U.S. higher education system and the role of U.S. community colleges;
4. Highlight different roles played by the U.S. federal, state, and local government in the administration of community colleges;
5. Focus on different U.S. approaches to technical and vocational education at the post-secondary level and show different state systems;
6. Highlight innovative approaches community colleges use to create effective workforce development programs. Include U.S. industry partners in portions of the program to highlight successful partnerships and provide participants with tools to create linkages;
7. Demonstrate a plan to learn about the selected country's educational priorities for its technical and vocational education system at the post-secondary level as well as its culture, customs, and priorities for higher educational reform in order to inform the program design and programming for the executive dialogue and seminar. Provide an overview and reporting on the selected country's education and vocational training environments, including current and past initiatives;
8. Maintain an up-to-date database including entries on each participant nominated;
9. Follow up with ECA, the U.S. Embassy and/or Fulbright Commission regarding missing documents; respond to their inquiries and copy the appropriate program officer in ECA;
10. Prepare and send letters of award and program guidelines to participants selected for the program; notify the U.S. Embassy and/or Fulbright Commission of each candidate's U.S. arrival date and prepare and send the DS-2019 form at least 60 days before departure;
11. Arrange round-trip travel for the participants from their home cities to their U.S. host institutions;
12. Ensure that the U.S. Embassy and/or Fulbright Commission receives pre-departure orientation materials;
13. Prepare a pre-program survey instrument to identify participants' particular interests in aspects of community college administration. Provide survey results to ECA program staff.
14. Develop a week-long executive dialogue and program overview for at least 20 participants, which will include at least four foreign government representatives and at least 16 higher education administrators. Participants may require interpretation services. Describe a plan to provide participants with access to English language training materials with a focus on technical terms specific to community college administration;
15. Develop and facilitate an academic program that includes at least 30 hours of programming per week dedicated to a seminar exploring different topics of community college administration, including leadership, governance, finance, student affairs and student services, program assessment, workforce development, private sector partnership, community engagement, technology, and distance learning. This program should be designed and delivered as a partnership between the graduate school of education and at least one primary community college. Describe all institutional partners, their areas of special expertise, and how each partner will contribute to the academic program;
16. Provide partner institutions with the goals of the Community College Administrator Program and a general background on higher education systems in participating countries with an emphasis on technical and vocational education;
17. Propose a structure that will encourage the participants to prepare an institution-specific project informed by the programming delivered throughout the executive dialogue and seminar;

18. Engage high-level U.S. community college leaders so that the participants have the opportunity to learn from the experience of community college presidents and other college and university leaders;
19. Develop a plan for significant job shadowing and professional mentorship opportunities. Devise mechanisms to support these mentorships through online platforms with an aim to help sustain the mentorship opportunities beyond the actual exchange;
20. Clearly outline how participating U.S. institutions will continue to encourage and foster sustained engagement and professional development with participants after they return to their home countries.
21. Describe ways to connect the participants with relevant professional associations and existing networks of CCAP alumni from previous years;
22. Plan and organize opportunities for cultural exchange to highlight the diverse arts, cultural, and civic opportunities in the United States and to provide participants with opportunities to share their culture with local communities;
23. Develop and facilitate opportunities for participants to gain broad exposure to a diverse group of U.S. community colleges, four-year accredited colleges and universities and relevant associations;
24. Enroll participants in the ECA's Accident and Sickness Program for Exchanges (ASPE) health benefits plan or other health insurance that meets or exceeds the J-1 visa requirements; assist participants with accessing necessary health care and assist with claims as necessary;
25. Arrange for participant housing in conjunction with the host college;
26. Monitor participants' adjustment and engagement with the program; consult with the ECA's program officer regarding any participant-related issues and emergencies that may arise;
27. Monitor the participants' institutional engagement projects and provide at least one report at the end of the program on the state of educational reform in the technical and vocational system of the participants' countries.
28. Monitor and evaluate U.S. host college performance.
29. Evaluate the program and its impact on the participants, their communities, and their home institutions during their stay in the United States, in close consultation with the ECA's program officer, and after their return to their home countries;
30. Manage financial aspects of the program including participant maintenance allowances, housing allowances, accident and sickness benefits, any sub-recipient agreements, and other activity costs;
31. Manage and monitor the J-1 visa status and SEVIS status of the participants;
32. Assume overall responsibility for complying with all applicable tax treaties and federal, state and local laws on tax withholding and reporting for participants;
33. Report programmatic, financial and statistical information to ECA's program and grants officer; and
34. Respond fully and promptly to requests for information relating to the participants and alumni.

In a Cooperative Agreement, ECA is substantially involved in program activities above and beyond routine grant monitoring. Bureau activities and responsibilities for this program include:

1. Participation in the design and direction of program activities;
2. Approval of key personnel;
3. Approval and input on program timelines and agendas;
4. Guidance in execution of all program components;
5. Review and approval of all program publicity and other materials;

6. Approval of participating colleges;
7. Final selection of participants;
8. Approval of decisions related to special circumstances or problems throughout duration of program;
9. Assistance with SEVIS-related issues;
10. Assistance with participant emergencies;
11. Liaise with the U.S. Embassy or Fulbright Commission and country desk officers at the State Department.

Please note: The Humphrey Fellowships and Institutional Linkages Branch in ECA will review and approve syllabi for the program, and may request that the award recipient organization make modifications or work with the partner organizations to make modifications to the proposed program.

II. PROGRAM SPECIFIC GUIDELINES

The Community College Administrator Program should be designed as an intensive academic program that incorporates classes and seminars focused on building participants' knowledge about the U.S. community college model. The program should prepare participants to pursue objectives for educational development in their home countries and to prepare and implement institutional project plans. At least half of the classes and seminars should be offered in association with an accredited U.S. graduate school of education. The program should also be designed to include on-site workshops, mentorships, professional development activities, and observation of key administrative processes at U.S. community colleges. The proposal's implementation strategy should include at least one U.S. community college and one U.S. graduate school of education. The program should be tailored specifically to the needs of a country's participants; at least some instructors should be knowledgeable and familiar with relevant higher education issues in the country. Applicants should demonstrate a capacity to educate other program partners about countries' priorities for their technical and vocational education systems.

The structure of the program is the responsibility of the award recipient organization, in close coordination with cooperating partner colleges/universities/associations. It is essential that the proposal provide a detailed and comprehensive narrative describing how partner organizations will cooperate with the award recipient, ECA and one another to achieve the objectives of the program. The application should provide a sample proposed program that includes the one-week executive dialogue and program overview, seminar topics by week, on-site programming at a community college, and any other planned professional development activities.

In addition to the elements outlined above, the proposal should address the following program elements:

- Outline the hosting capabilities of the recipient organization and partners.
- Include a sample pre-arrival information packet. Key points concerning program requirements, academic departments and seminar overview, housing, what to pack, personal budgeting considerations, and other critical issues should be included in the materials. The materials should be designed to serve as

a useful post-arrival reference as well, supplemented with additional information.

- Include at least four participants from the foreign governments who will be selected by the U.S. Embassy and/or the Fulbright Commission who can provide background and expertise about the sending-country's higher education system and should be integrated into the week-long executive dialogue and program overview which will accommodate at least 20 participants.
- Outline the proposed seminar and describe resources to include approximately 30 classroom hours per week in topics directly related to community college administration including leadership, governance, finance, student affairs and student services, program assessment, workforce development, private sector partnerships, community engagement, technology, and distance learning. The seminar should not simply replicate an existing lecture course or seminar designed for American students. The seminar should be designed thematically to address relevant skill sets for officials with higher educational planning responsibilities and administrators from post-secondary vocational and technical institutions. The seminar should also address or respond to current vocational and technical training trends and initiatives from the participants' home countries as relevant. High-level participation from U.S. colleges and U.S. universities is encouraged.
- Present a plan to conduct the executive dialogue for at least 20 participants from the participating country. The program should provide participants with an overview of the program, including principal goals, objectives and major themes including the country-specific context for the program and areas of focus within the U.S. community college model. This week should also aim to include speakers and presenters with the ability to provide an overview of the role that community colleges play in the U.S. higher education system and describe the skills required for community college administrators. The executive dialogue should also include participants from the sending country in a high-level dialogue focused on initiatives, trends, and opportunities for continued engagement around technical and vocational education, community colleges, and workforce development.
- Include a plan outlining any collaboration with additional colleges, universities and associations to provide participants with broad exposure to institutional missions, challenges, and practices in the U.S. community college sector.
- Provide a plan for providing pre-program and in-program English language training should it be needed, in addition to the 30 seminar hours. Describe what additional language resources will be available.
- Provide details regarding the proposed housing and meal arrangements. In general, housing arrangements should be similar to those provided to U.S. graduate students. Housing may be in faculty residences, graduate dormitories, hotels, or other suitable locations. Walking distance or convenient public transportation to daily seminar sessions should be taken into account. At a minimum, each participant should have a private bedroom, but two or three participants may be asked to share bathrooms. Internet connectivity must be available.
- Describe the workspace arrangements for participants who will stay for the full six-week program.

Participants should be issued a rented laptop computer for the duration of the program with the appropriate software/hardware needed for the program. The participants should also be provided with a method to access the Internet in a workspace and provided with access to a telephone. Participants should also have access to general office supplies that are essential to accomplishing any seminar assignments. To the extent possible, participants should have access to local and national newspapers as well as industry-specific newspapers and other publications related to community college administration. Maximum access to the host institution's libraries should be arranged and an orientation to library facilities should be conducted early in the program.

- Outline plans for involving the participants in the social and cultural life of their local communities. Examples may include presenting at local schools, attending business and civic group meetings, volunteering at local charities, and participating in local cultural events such as art exhibitions, concerts, and plays and community activities.
- Outline a plan for the mentorship element of the program. It is important that each of the participants be assigned a faculty or administrator mentor who is able to commit to weekly meetings at a minimum with the participants and have responsibilities relevant to the participant. Include a list of individuals who are willing to serve as mentors and their areas of expertise.
- Discuss how the participants' progress in achieving program goals and objectives will be monitored (e.g. surveys, interviews, work plans). The proposal should discuss evaluation of participants' successes and the monitoring of their problems during the program. Staff assigned to the project should demonstrate strong interpersonal and cross-cultural communication skills, experience in group dynamics and organizational development, sensitivity, and a flexible approach that is responsive to the individual participant and their circumstances.
- Participants will be sponsored under a SEVIS program number to be provided by the Bureau and for which a Bureau officer will be the principal responsible officer. In accordance with J-1 Visa regulations, participants will be expected to maintain the equivalent of a full-time course of study. They must comply with all of the requirements of the program and host institutions. Participants must return immediately to their home countries upon completion of the academic program. Programs should not be extended. Participants may be removed from the program for violations of J-visa terms and conditions including but not limited to academic non-performance, behavioral misconduct, or inability to fulfill the program goals. The final decision to remove a participant will be made by the Bureau after consultation with the award recipient organization. Each participant is required to read and sign a "terms and conditions" document, which must be approved by the Bureau.
- The award recipient organization will be responsible for designating one Alternate Responsible Officer under a SEVIS program number under the Bureau's responsibility. The award recipient will use the Bureau SEVIS program number to issue DS-2019 forms to participants in this program. Visa support will not be offered for dependents. Organizations cooperating with the Bureau on this program will retain all administrative work for the issuance of DS-2019 forms. In addition, cooperating organizations must ensure that administration of these scholarships is in compliance with reporting and withholding

regulations for federal, state, and local taxes as applicable.

- Develop alumni programming in the form of newsletters, listservs, and use of social media provides critical program follow-on and maximizes and extends the benefit of the participants' program in the United States. Proposals should outline how the recipient organization will organize and support alumni activities creatively at no further cost to the Bureau. Alumni tracking is critical for the evaluation of the program and for the implementation of worthwhile follow-on programs. Proposals should describe how long-term links with alumni will be fostered and maintained.
- Enroll participants in the Bureau's ASPE health benefits program or other health insurance that meets or exceeds the J-1 visa requirements and provide assistance to participants regarding medical coverage issues. The Bureau health coverage program provides limited accident and sickness, repatriation of remains, and medical evacuation coverage for participants in the exchange phases of the program. The Bureau will provide the necessary instructions and forms for the participants to complete prior to travel. Host institutions will assist in presenting claims to the ASPE program administrator and consult with the Bureau on participant health issues that may affect successful program completion. Please note that the Bureau's health benefits program is described in the PSI.

PROPOSAL CONTENTS

Applicants should submit a complete and thorough proposal describing the program in a convincing and comprehensive manner. Since there is no opportunity for applicants to meet with reviewing officials, the proposal should respond to the criteria set forth in the solicitation and other guidelines as clearly as possible.

Proposals should address succinctly, but completely, the elements described below and must follow all format requirements.

NOTE: Proposals submitted through Grants.gov may only be submitted in the following formats:

- Microsoft Word
- Microsoft Excel
- Adobe Portable Document Format (PDF)
- ASCII Text
- Joint Photographic Experts Group (JPEG images)

Proposals should include the following items under the section headings in the GrantSolutions Application Checklist. All documents should be appropriately and clearly titled.

Online Forms

- SF-424, "Application for Federal Assistance"
- SF-424A, Budget Information – Non-Construction Programs
- SF-424B, "Assurances - Nonconstruction Programs"
- Include other attachments, if applicable, such as indirect agreements, form 990, SF-LLL, etc.

Program Narrative

Executive Summary (One page)

In one double-spaced page, provide the following information about the project:

1. Name of organization/participating institutions
2. Beginning and ending dates of the program
3. Proposed theme
4. Nature of activity
5. Funding level requested from the Bureau, total program cost, total cost-sharing from applicant and other sources
6. Scope and Goals
 - a. Number and description of participants
 - b. Wider audience benefiting from program (overall impact)
 - c. Geographic diversity of program, both U.S. and overseas
 - d. Fields covered
 - e. Anticipated results (short and long-term)

Narrative

In 20 double-spaced, single-sided pages, provide a detailed description of the project addressing the areas listed below.

1. Vision (statement of need, objectives, goals, benefits)
2. Participating Organizations
3. Program Activities (advertisement, recruitment, orientation, academic component, cultural program, participant monitoring)
4. Program Evaluation
5. Follow-on
6. Project Management
7. Work Plan/Time Frame

Additional Information to be Submitted

Calendar of activities/itinerary,

Letters of endorsement

Resumes and CVs (resumes of all staff should be included in the submission; no resume should exceed two pages.)

First Time Applicant Attachments, if applicable.

Detailed Budget

We anticipate awarding a total of approximately \$415,000, pending the availability of funds, for program and administrative costs for the program.

The proposal should include comprehensive line item budgets for program and administrative costs for the program. In addition, applicants must submit a comprehensive budget narrative demonstrating how cost estimates were derived. The budget format should break out costs on a program-year basis. Sample budget format may be found in the PSI document. The number of participants that the institution proposes to sponsor should be clearly stated. The Bureau reserves the right to reduce, revise, or increase proposal budgets in accordance with funding availability and the needs of the program.

A clear and cogent budget narrative must accompany the budget to explain and justify each line item. Please refer to the NOFO, POGI, and PSI for complete budget guidelines and formatting instructions. In addition, the budget notes or narrative should indicate how the organization will monitor and track expenditures throughout the duration of the Cooperative Agreement to avoid under- or over-expenditure.

In addition to the comprehensive line item budget and the budget narrative, proposals should include a summary chart that provides the following information: total program costs, a per participant cost, total administrative costs, a per participant administrative cost, total cost share contribution, and a per participant cost share contribution.

As with other exchange programs, the Bureau is committed to containment of costs consistent with overall program objectives and sound management. The total administrative costs funded by the Bureau must be reasonable and appropriate.

Cooperative Agreement funded expenditures may include, but are not limited to, the categories below.

Detailed Budget

PROGRAM EXPENSES

- Round-trip travel domestic and international travel for all participants from home city to the U.S., coach class (via American carrier and following “Fly America” regulations);
- Tuition or instructional fees if necessary;
- Maintenance allowances (estimate and explain an appropriate stipend level). Maintenance allowances should be sufficient to enable participants to meet the costs of lodging, food, clothing, and incidental purchases throughout the period of the Cooperative Agreement in the

locations where the participants will be residing;

- Educational materials including books, laptop rental, and other professional equipment necessary to facilitate full participation (estimate and explain an appropriate stipend level);
- Executive dialogue and program overview materials and expenses and for an orientation luncheon, dinner, or reception;
- Honoraria for outside speakers, if necessary;
- Ground transportation;
- Return travel allowance no less than USD 100 and not to exceed USD 200;
- Baggage fees for return travel;
- Advising and monitoring of students;
- Interpretation services;
- Costs of academic and cultural support and enrichment activities;
- Evaluation;
- Withholding of taxes as necessary;
- Costs associated with registering participants in SEVIS.

ADMINISTRATIVE COSTS

- Staff salaries and benefits (each staff member and his/her position must be listed separately.) Please also note the percentage of his/her total time spent on the program;
- Communication costs (e.g. fax, telephone, postage, communication equipment, etc.);
- Office supplies;
- Printing and duplication costs:
- Administration of tax withholding and reporting as required by Federal, State, and local authorities and in accordance with relevant tax treaties;
- OMB Circular 2 CFR Parts 200 Subpart F;
- Other direct costs;
- Printing and duplication costs; and
- Indirect costs.

Please note: All applicants for ECA federal assistance awards must include in their application the names of directors and/or senior executives (current officers, trustees, and key employees, regardless of amount of compensation). In fulfilling this requirement, applicants must submit information in one of the following ways:

- Those who file Internal Revenue Service Form 990, "Return of Organization Exempt From Income Tax," must include a copy of relevant portions of this form.
- Those who do not file IRS Form 990 must submit information above in the format of their choice.

As part of final program reporting requirements, award recipients will also be required to submit a one-page document, derived from their program reports, listing and describing their grant activities. For award recipients, the names of directors and/or senior executives (current officers, trustees, and key employees), as well as the one- page description of grant activities, will be transmitted by the State Department to OMB, along with other information required by the Federal Funding Accountability and Transparency Act (FFATA), and will be made available to the public by the Office of Management and Budget on its USASpending.gov website as part of ECA's FFATA reporting requirements.

APPLICATION SUBMISSION

The NOFO indicates the date the complete proposal is due and the manner in which proposals must be submitted. There are NO EXCEPTIONS to this deadline. For further information regarding this program or the competition, contact Emily Spencer, SpencerEW@state.gov, 202-632-6329, or LaRita Hagar, HagarL@state.gov, 202-632-9458, U.S. Department of State, Office of Global Educational Programs, ECA/A/S/U, SA-5, 4th Floor, 2200 C Street, NW, Washington, DC 20037.